UNIVERSITI PUTRA MALAYSIA

DETERMINANTS OF CAREER MATURITY
OF FINAL-YEAR UNDERGRADUATES IN SELECTED MALAYSIAN
PRIVATE HIGHER EDUCATION INSTITUTIONS

SEE BOON PING

FPP 2009 22
DETERMINANTS OF CAREER MATURITY
OF FINAL-YEAR UNDERGRADUATES IN SELECTED MALAYSIAN
PRIVATE HIGHER EDUCATION INSTITUTIONS

By

SEE BOON PING

MASTER OF SCIENCE
UNIVERSITI PUTRA MALAYSIA

February 2009
Dedicated to all my family members
with affection and gratitude
Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

DETERMINANTS OF CAREER MATURITY OF FINAL-YEAR UNDERGRADUATES IN SELECTED MALAYSIAN PRIVATE HIGHER EDUCATION INSTITUTIONS

By

SEE BOON PING

February 2009

Chair : Associate Professor Azizan Asmuni, PhD
Faculty : Educational Studies

The study was conducted to identify the determinants of career maturity among undergraduates in private higher education institution in Malaysia. In this study, the level of career maturity was being identified and its relationships with gender, social-economic status, work experience, work value, Career Decision-making Self-efficacy and self-esteem were being studied.

The targeted samples were 340 final year undergraduates from two selected private higher education institutions. Out of this total, 275 responded and data was collected for analysis and interpretations. In order to identify the relationships and differences of independent variables, Pearson’s Product-Moment Correlation test, independent sample t-test and ANOVA test have been carried out with level of career maturity. Meanwhile, multiple linear-regression
analysis was done with its independent variables in order to identify the determinants of career maturity in this study.

Overall, it was found that the career maturity was at upper moderate level ($M = 3.6393$). There were no significant differences on mean career maturity level by gender, SES and work experience ($p > .05$). It was found that SES, work value, Career Decision-making Self-efficacy and self-esteem were significantly related to career maturity ($p < .05$). Among these independent variables, CDMSE had scored the highest Pearson’s correlation coefficient value ($r = .610, p < .0125$). It is then followed by self-esteem ($r = .374, p < .05$), work value ($r = .234, p < .05$) and SES ($r = .158, p < .05$). In this study, the significant determinants for career maturity were CDMSE ($t = 9.438, p < .05$) and self-esteem ($t = 2.495, p < .05$). On the other hand, the SES ($t = 1.448, p > .05$) and work value ($t = .279, p > .05$) were not significant determinants for career maturity in this study. The regression model was not fully supported by the data collected. Only about 38% of the variability in career maturity was explained by the four independent variables.

Based on the findings of this study, further research is needed to identify additional determining variables, and to improve the regression model of career maturity. Suggestions for implement and develop for suitable career development programmes were discussed.

regression telah dijalankan untuk mengenalpasti penentu-penentu kematangan kerjaya dalam kajian ini.

Keseluruhannya, tahap kematangan kerjaya dikenalpasti berada pada tahap sederhana tinggi \((M = 3.6393)\). Tiada perbezaan yang signifikan pada min tahap kematangan kerjaya berdasarkan jatina, tahap sosio-ekonomi serta pengalaman berkerja \((p > .05)\). Hasil kajian ini juga mendapati bahawa wujudnya perhubungan tahap sosio-ekonomi, nilai berkerja, CDMSE dan penghargaan kendiri dengan kematangan kerjaya \((p < .05)\). Di antara pembolehubah-pembolehubah tidak bersandar ini, CDMSE mempunyai nilai Pearson correlation coefficient yang tertinggi \((r = .610, p < .0125)\). Seterusnya diikuti dengan penghargaan kendiri \((r = .374, p < .05)\), nilai berkerja \((r = .234, p < .05)\) dan tahap sosio-ekonomi \((r = .158, p < .05)\). Penentu-penentu yang signifikan kepada kematangan kerjaya ialah CDMSE \((t = 9.438, p < .05)\) dan penghargaan kendiri \((t = 2.495, p < .05)\). Manakala tahap sosio-ekonomi \((t = 1.448, p > .05)\) dan nilai berkerja \((t = .279, p > .05)\) tidak wujud sebagai penentu kematangan kerjaya yang signifikan. Model regresi yang dicadangkan tidak disokong sepenuhnya oleh data yang dikumpul dalam kajian ini. Keseluruhnya dalam kajian ini, CDMSE, penghargaan kendiri, tahap sosio-ekonomi serta nilai berkerja hanya menyumbang 38.2% daripada variasi kematangan kerjaya. Kajian lajut diperlukan demi mengenalpasti lebih banyak penentu-penentunya, dan seterusnya memperbaiki model regresi ini. Implementasi program kerjaya yang sesuai serta pembangunan program telah dibincang selepas dapatan kajian.
ACKNOWLEDGEMENTS

The success of this thesis is attributed to those who have been involved in developing and improving the content as well as to those who have encouraged and supported me throughout my study.

I wish to extend my gratitude to my supervisor, Assoc. Prof. Dr. Azizan Asmuni who has provided excellent guidance and has given me invaluable comments and ideas to enhance the quality of this study. I must record my appreciations too of the critical comments and guidance of Dr. Foo Say Fooi for improving the contents of the thesis.

My appreciations to Dr. Vikineswaran, for helped me to validate the research instrument. Special thanks to Mr. Yeap, who has encouraged me and contributed his time to proofread and further improves the syntax for the thesis. I would like to thank also all those who have granted permission and have helped in my data collection for this research. Also, thanks to all my colleagues and appreciation for your consistent supports and encouragement.

My heartfelt gratitude to my family members on your support and encouragement throughout my study. For my mom Tan Kim Wah, my elder sister Siew Hoon and elder brother Boon Hock, thanks for your word of encouragements and morale supports. My father-in-law and mother-in-law, sister-in-law and brother-in-law together with their lovely daughter Ester Chen, thanks for sharing your loves and taking care of Ming Yan. Not forgetting my sister-in-law Hwei Shin for
your endless love to Ming Yi. Last but not least, I would like to convey my
deepest appreciation to my wife Hwei Ming. You have accompanied me along
my study and supported me without any doubt on my ability to success. I would
not be able to make it without you. Thanks for your love and your trust in me.

Dear all, I like to acknowledge your contributions to my study and to share this
success with all of you. Thank you very much.
I certify that an Examination Committee has met on 6 February 2009 to conduct the final examination of See Boon Ping on his thesis entitled “Determinants of Career Maturity of Final-Year Undergraduates in Selected Malaysian Private Higher Education Institutions” in accordance with the Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1988. The Committee recommends that the student be awarded the Master of Science.

Members of the Thesis Examination Committee were as follows:

**Rusnani Abdul Kadir, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Jamilah Othman, PhD**  
Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Internal Examiner)

**Norhasni Zainal Abiddin, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Internal Examiner)

**Dimbab Ngidang, PhD**  
Professor  
Faculty of Social Sciences  
Universiti Malaysia Sarawak  
(External Examiner)

---

**BUJANG KIM HUAT, PhD**  
Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date: 21 May 2009
This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

**Azizan Asmuni, PhD**  
Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairman)

**Foo Say Fooi, PhD**  
Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

---

**HASANAH MOHD GHAZALI, PhD**  
Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia  

Date: 8 June 2009
DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

____________________
SEE BOON PING

Date: 27 April, 2009
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>v</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>ix</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>xvii</td>
</tr>
</tbody>
</table>

## CHAPTER

### 1 INTRODUCTION
- Background of the Study     1
- Problem Statement      9
- Objective        13
- Significance of the study     15
- Definition of Terms      17

### 2 LITERATURE REVIEW
- Introduction                  20
- Concept of Career            20
- The Career Development        21
  - Overview of Career Development Theories   22
  - The Concept of Career Maturity        24
  - The Concept of CDMSE        26
- Career Maturity Theory and Models    27
  - Life Span and Life Space Theory   27
  - Super’s Career Maturity Model   28
  - Crites’s Comprehensive Approach   29
- Development of Career Maturity  30
- Previous Studies on Career Maturity  32
  - Career Maturity and Gender   33
  - Career Maturity and Work Experience   34
  - Career Maturity and Socio-economic Status   35
  - Career Maturity and Work Value   37
  - Career Maturity and Career Decision-making   39
    - Self-efficacy   39
  - Career Maturity and Self-esteem   40
  - Summary for Previous Studies   41
- Research Framework               41
# METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>44</td>
</tr>
<tr>
<td>Research Design</td>
<td>44</td>
</tr>
<tr>
<td>Population and Sampling</td>
<td>46</td>
</tr>
<tr>
<td>Measurement and Instrument</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Career maturity</td>
<td>49</td>
</tr>
<tr>
<td>Socio-economic Status</td>
<td>49</td>
</tr>
<tr>
<td>Work Value</td>
<td>50</td>
</tr>
<tr>
<td>Career Decision-making Self-efficacy</td>
<td>50</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>51</td>
</tr>
<tr>
<td>Pre-testing of Instrument</td>
<td>51</td>
</tr>
<tr>
<td>Validity and Reliability of Instrument</td>
<td>52</td>
</tr>
<tr>
<td>Data Collection</td>
<td>54</td>
</tr>
<tr>
<td>Preliminary Data Analysis</td>
<td>55</td>
</tr>
<tr>
<td>Explanatory Data Analysis (EDA)</td>
<td>56</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>58</td>
</tr>
</tbody>
</table>

# FINDINGS AND DISCUSSION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>62</td>
</tr>
<tr>
<td>Characteristics of Respondents</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorical Scores of Variables by Frequency</td>
<td>65</td>
</tr>
<tr>
<td>Descriptive Analysis for Career Maturity, SES,</td>
<td>69</td>
</tr>
<tr>
<td>Work Value, CDMSE and Self-esteem</td>
<td>69</td>
</tr>
<tr>
<td>Identify the Level of Career Maturity by Gender,</td>
<td>70</td>
</tr>
<tr>
<td>SES and Work Experience</td>
<td>70</td>
</tr>
<tr>
<td>Comparison on Mean Career Maturity Scores by</td>
<td>72</td>
</tr>
<tr>
<td>Gender, SES and Work Experience</td>
<td>72</td>
</tr>
<tr>
<td>The Relationships of SES, Work Value, CDMSE and</td>
<td>75</td>
</tr>
<tr>
<td>Self-esteem with Career Maturity</td>
<td>75</td>
</tr>
<tr>
<td>Relationship between SES and Career Maturity</td>
<td>77</td>
</tr>
<tr>
<td>Relationship between Work Value and</td>
<td>78</td>
</tr>
<tr>
<td>Career Maturity</td>
<td>78</td>
</tr>
<tr>
<td>Relationship between CDMSE and Career Maturity</td>
<td>79</td>
</tr>
<tr>
<td>Relationship between Self-esteem and</td>
<td>79</td>
</tr>
<tr>
<td>Career Maturity</td>
<td>79</td>
</tr>
<tr>
<td>The Regression Model for Career Maturity and Its</td>
<td>80</td>
</tr>
<tr>
<td>Determinants</td>
<td>80</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>86</td>
</tr>
</tbody>
</table>

# CONCLUSION AND RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of the Study</td>
<td>87</td>
</tr>
<tr>
<td>Conclusions</td>
<td>90</td>
</tr>
<tr>
<td>Recommendations</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations for Practice</td>
<td>94</td>
</tr>
<tr>
<td>Recommendations for Future Research</td>
<td>96</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table                                          Page
1  Cronbach’s Alpha for Pre-test and Actual Study    53
2  Descriptive Statistics for All Variables         57
3  F-value and significant level based on mean score for all variables 58
4  Summarize of Data Analysis by Objectives         61
5  Frequency and Percentage Distribution of Respondents According to Gender and Age (n=275) 63
6  Frequency and Percentage Distribution of Respondents According to SES and Work Experience 65
7  Frequency and Percentage Distribution of Respondents According to Level of Career Maturity, Work Value, CDMSE and Self-esteem (n=275) 66
8  Descriptive Statistics for Career maturity, SES, Work Value, CDMSE and Self-esteem (n=275) 69
9  Mean Career Maturity Score by Gender, SES and Work Experience (n=275) 72
10 Pearson Correlation Coefficient of Career Maturity and Independent Variables 76
11 Estimated Coefficient for the Regression Model     81
12 Collinearlity Diagnostics                       83
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Research Framework</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>The Normal P-P Plot of the Regression Standardized Residual</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>The Scatterplot for Mean Score Career Maturity</td>
<td>85</td>
</tr>
</tbody>
</table>
LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEI</td>
<td>Higher Education Institutions</td>
</tr>
<tr>
<td>CDMSE</td>
<td>Career Decision-making Self-efficacy</td>
</tr>
<tr>
<td>SES</td>
<td>Social-economic Status</td>
</tr>
<tr>
<td>SCCT</td>
<td>Social Cognitive Career Theory</td>
</tr>
<tr>
<td>CDM</td>
<td>Career Decision Making</td>
</tr>
</tbody>
</table>
CHAPTER 1
INTRODUCTION

Background of the Study

The purpose of college and university is to provide opportunities for acquisition of knowledge, social development and personal growth. Many graduates emerge as responsible adults, with broader worldview and are prepared for challenges in their future work places and personal life. Counselors in the college or university have the primary role to assist students in making choices for college majors or initial career fields. However, a student’s developmental readiness for career decision-making is paramount in career counseling. This readiness to make career decisions is referred to as career maturity. Career maturity is an important concept in counseling, assessment and intervention strategies with students in subject selection, further educational opportunities as well as in an occupation selection.

Career maturity is central to a developmental approach to understand career behavior and involve an assessment of an individual’s level of career progress in relation to his or her career relevant developmental tasks (Brown, 2002). In considering the career development of adolescents, career maturity is a widely used and valuable construct (Punch, Creed & Hyde, 2005). Coertse & Schepers (2004) has expressed that in making a right career choice, an individual should display a certain level of career maturity. Career maturity broadly refers to the individual’s readiness to make informed, age-appropriate career decisions and
cope with career development tasks (Savickas, 1984). It is a measure of readiness to make career decisions on the basis of attitudes towards, and knowledge of career decision-making (Powell & Luzzo, 1998).

Nevertheless, what happens to undergraduates in the college or university who are not ready to make decisions or who have no vocational goals upon graduation? They may become quite anxious or despondent due to the uncertainty of how to begin selecting or pursuing a career. Labour Market Report (May 2008) released by the Labour Department, Ministry of Human Resources Malaysia showed that majority of the work force in Malaysia is from the age group of 20 to 24 years old (58.9%) and 25 to 29 years old (21.7%). They contributed to a total of 80.6% of the work force in Malaysia. The college years therefore are a crucial time for career-related decision-making. The undergraduates, who are also in the adolescence stages, are identified as in the transition stage from school-to-work (STW), because it is generally the beginning point of fulltime employment (Savickas, 1999). Undergraduates are the future human resources of the society; hence they are faced with the need to choose an academic major as well as to develop career goals for their future (Guerra & Braungart-Rieker, 1999). Consequently it is important for undergraduates to perform careful career exploration and planning during the college or university years.

The route to a successful career could be long and tough. Success in work and satisfaction in work are subjective concepts with different meanings for different
individuals, but few people do not value and seek them (Punch et al., 2005). To date, the statistics released by the Ministry of Human Resources Malaysia recorded a total of 42,289 unemployed graduates in Malaysia (Labour Market Report, May 2008). In the 21st century, the high expectation of employers and low job opportunities has created a challenge for young adults in deciding their career choice. This clearly noted by the raising expectation on qualifications, economic fluctuations and the internal-external interferences in choosing a career, finding a job, performing a job, and balancing of career and family has made the career initiation and its advancement more difficult. Thus, a proper and well planned career choice is an important issue in the early stages of career life.

Career information shall be gather event starting from teenage years. Teachers, friends, and relatives are among some of the resources. Questions related to career exploration such as “What is your ambition?” and “Who do you want to be in the future?” are frequently being highlighted, especially during school life. These questions require them to declare their career intention by choosing an appropriate course of study in tertiary level (Rashid, Hussin & Putih, 2005). It is eventually helpful for it gives the young school children a starting point of career development task. According to Giannantonio & Hurley-Hanson (2006), adolescents in the growth stage would learn more about the working world and move to obtain more accurate information about specific occupations. Crites (1978) and Super (1957) (as cited in Coertse & Schepers, 2004) maintained that a career matured person displays certain characteristics such as the ability to perform self-evaluation in order to gain insight; obtain the necessary
competencies in order to make an informed decision; integrate self-knowledge of
the world of work; and implement all or some of the above-mentioned knowledge
when planning a career.

In Malaysia, undergraduates in higher education institutions are adolescents
within the age ranging from 19 to 24 years. Based on Super’s theory, career
exploration and crystallization falls within this range too. Some of the
development tasks at this stage are formation of self-concept and they are in the
stage of tentative career choice moving to the specifications. They explore
according to their understanding of the environment, self and the working world.
However, Labour Market Report (May 2008) reported total unemployment rate
for age range 15 – 24 year itself is 66.3 %. This is 1/3 of the total unemployed
people in Malaysia. This is important and serious situation. According to Super
(1963), an individual progresses from a stage to a stage in individual
developmental process. If an individual does not accomplish the task in the
current career developmental stage, it will affect the following career
developmental stages. This could subsequently cause job change, job failure,
change of career and unemployment.

In year 2006 to 2007, there was an increase from 654,812 to 748,797 students
enrolled in about 500 HEIs in Malaysia (MOHE Statistic Macro Data, 2007).
This indicated fast growing rate of HEI's population in the country. Hence, the
study in career development process among undergraduate has become more
important and essential so as to understand the factors that are related to the undergraduates’ career maturity.

Research on career maturity has been on going over the years and the findings are still uncertain. Studies have investigated various correlates of the career maturity construct since its introduction into the literature in 1955. It has been studied in relation to demographic variables such as age, gender, educational level, race, ethnic, cultural differences, and socio-economic status differences (Naidoo, Bowman & Gerstein, 1998). Researches have also drawn both direct and indirect relationships between career maturity and a wide spectrum of career-related variables such as age (Super, 1990), gender (Patton & Creed, 2002; Ohler, Levinson and Damiani, 1998; Luzzo, 1995), family socioeconomic status (Rodermund & Silbereisen, 1998; Naidoo et al., 1998; King, 1989), self-esteem (Patton, Bartrum & Creed, 2004), working experience (Super, 1990 as cited in Brown & Brooks, 1996), career decision making self-efficacy (Punch et al., 2005; Patton, Creed & Watson, 2003), work value (Creed & Patton, 2003; Naidoo et al., 1998), and many more.

Over the decades, most of the researches on career maturity and its relationships have been focused on the age and gender. Research has shown that higher graders tend to display mature personality compared to lower graders. Super mentioned that students in a higher grade tend to score higher in the career maturity (as cited in Brown & Brooks, 1996). This could be influenced by the educational advancements exposure and requirements on career development behaviour and
development decisions that students are required to make at a different levels of their development (Watson & Van, 1986). The higher the grade they progress to, the more crystallized are their career decisions.

Research findings exploring the influence of gender on career maturity show mixed results. Most studies conducted some years ago have found that females have higher scores on career maturity measures than males (Patton & Creed, 2002; Ohler et al., 1998; Hartung, 1997; Luzzo, 1995; Thomason & Winer, 1994; King, 1989; Westbrook, 1984 as cited in Walsh & Osipow). In other studies, research evidences have indicated that males scored higher than females (Achebe, 1982); while some studies (Rojewski, 1994) also have indicated that gender was relatively unimportant. Male and female students would have varied choices in their career options. A study of seventh graders have found that, when asked about their hopes for future careers, males tended to list mechanics, construction, the military and sports-related fields, whereas females tended to list health-related, writing, art, and entertainment-related fields (Usinger, 2005). Among these choices, researchers have found that females have generally showed higher career maturity than male (Punch et al., 2005; Wu, 2000; Naidoo et al., 1998; Rojewski, Wicklein & Schell, 1995; Leong, 1991; Westbrook, Cutts, Madison & Arcia, 1980; Omvig & Thomas, 1977). As a result, it seems clear that female adolescents would normally make their career choice earlier then male adolescents.
Differences in socio-economic status (SES) of a family imply different opportunities for specific occupations, variation in exploration activities, and different parenting styles (Schulenberg, Vondracek & Crouter, 1984). Parent’s aspirations for their children’s occupational attainment would directly influence the child’s career exploration and career attitude. Dhillon & Kaur (2005) express that students’ estimates of their parents’ expectations for their occupational attainment correlates significantly with career maturity. Individual that from a better SES background reflex generally higher career maturity (Rodermund & Silbereisen, 1998; Naidoo et al., 1998; King, 1989).

Gaining career decision-making and world of work knowledge is a key task of the adolescents’ developmental process that has been identified by career development theorists (Super, 1990 as cited in Brown & Brooks, 1996) and occurs typically during adolescence when they try out various work roles in part-time work and mostly in school activities. The extent to which an individual explores the world of work depends on multiple factors including life experiences, salience of various life roles and identity and many other factors which are indices of career maturity. In earlier years, studies by Kohen, Grasso, Myers and Shields (1977) (as cited in Healy, O’Shea, & Crook, 1985), and Sewell and Hauser (1975) found that students who had worked during school time had been more success in job seeking after they left school. In addition, work experience during high school was found positively related to acquiring a job in a shorter time (Healy et al., 1985). Hence, work related experience and previous work experiences were found related to career maturity.